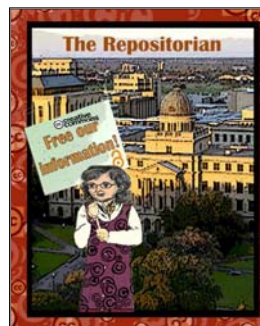


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Copyright Literacy Standards for Graduate Education: A Call To Action!

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Today's Presentation

- Need for copyright literacy in graduate education
- Reasons for copyright confusion in graduate education community
- Clearing up copyright confusion and uncertainty
- Process for establishing copyright literacy standards in graduate education
- Starting set of student competencies



Copyright Literacy Standards for Graduate Students

Where to Go from here - Role for USETDA?

1. Needs assessment for Copyright Literacy in US
2. Translate needs into learning outcomes
3. Hook outcomes to larger context/objectives
 - a. Graduate Student learning standards
 - b. Institutional standards for academic integrity
 - c. Professional standards of conduct and practice
 - d. National standards for research integrity
4. Seek buy-in from Graduate School decision makers

Needs Assessment

Graduate Students need to

- ☐ Successfully complete ETD and graduate
- ☐ Comply with law
- ☐ Manage their own copyright responsibly
- ☐ Share their research findings as widely as possible
- ☐ Get published in best publication possible
- ☐ Others?



Copyright Literacy Competency Standards **Proposed Learning Outcomes**

For all stakeholders in Graduate Education

- ☐ Explain the purpose of copyright in US society
- ☐ Explain how an original work obtains copyright protection in the US
- ☐ List the consequences for violating copyright law
- ☐ List the rights of the copyright owner
- ☐ Identify copyright policies of the institution
- ☐ Identify academic/research integrity standards of relevant community of practice and funding agencies
- ☐ Evaluate whether a work is copyrighted or in the public domain
- ☐ Evaluate whether a license governs the use of a copyright work

Copyright Literacy Competency Standards **Proposed Learning Outcomes**

For copyright owners

- ☐ Explain the purpose and format of the copyright notice
- ☐ Explain the purpose and process of copyright registration
- ☐ Explain the process and consequences of giving permission for others to use your copyrighted work
- ☐ Explain the process and consequences of transferring your copyright to another person or party
- ☐ Others?



Copyright Literacy Competency Standards Proposed Learning Outcomes

For copyright users

- ☐ Describe the role and purpose of the Fair Use provision in US Copyright Law
- ☐ List the Four Factors that must be evaluated in a Fair Use analysis
- ☐ Perform a Fair Use evaluation of a given use using one of the established tools (Fair use Checklist, Fair Use Evaluator, etc.)
- ☐ Describe procedures and protocols for asking permission to use a copyrighted work
- ☐ Others?

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Resources & Readings

- Kenneth D. Crews, *Copyright Law and Graduate Research*, Ann Arbor, MI: ProQuest Dissertation Publishing, 2000, <http://www.proquest.com/en-US/products/dissertations/copyright>
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- Lloyd Jassin, *Copyright Myths*, Corporate web site, 2011, http://www.copylaw.com/new_articles/copy_myths.html
- Center for Social Media, American University, *Code of Best Practices in Fair Use* (Series), 2011, <http://www.centerforsocialmedia.org/fair-use/best-practices>
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- Hobbs, Renee, *Digital and Media Literacy, A Plan of Action* Aspen Institute, 2010.
- Association of College and Research Libraries (ACRL), *Information Literacy Competency Standards for Higher Education*, 2000, <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf>



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Do You Feel that USETDA has a role in developing or endorsing Copyright Literacy Standards for Graduate Education ?

- ☐ Yes, in developing standards within our community of practice
- ☐ Yes, in endorsing standards developed elsewhere
- ☐ No
- ☐ Not sure

If you would like to be involved in any USETDA initiative of this sort,
please provide your name and contact information here, or email gclement@tamu.edu
